GRADE LEVEL/UNIT TITLE: 2/Comparing Literature and Informational Text   Course Code: ELA

COURSE INTRODUCTION:

Second Grade:

In the second grade, students continue to become independent readers and writers, able to conduct research, write reports, form opinions and write narratives recounting sequential events. Details describing actions, thoughts, and feelings will be included in the writing. These pieces will provide a sense of closure. A variety of topics gives students experience with rich literature, literary responses, opinion pieces, stories, letters, and explanations. Students build grammatical knowledge, practice reading for meaning, and collaborate in conversations.   Use of online resources will support student learning. Students will experience folk tales, fables, stories, poems, and informational texts.

UNIT DESCRIPTION: This 2nd grade 6 week unit focuses on comparing the structures of literature and informational text. As students gain a clearer understanding of characters and setting in literature, they are able to expand their knowledge as they learn more facts in informational text about the same character types and locations. The structure of informational text becomes a model for student writing as students complete their own published work.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.

SUGGESTED UNIT TIMELINE: approx. 6 weeks

CLASS PERIOD (min.): 120 min./daily

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Provide Feedback	

ESSENTIAL QUESTIONS:

1. Am I clear about what I just read?   How do I know?
2. How does reading more than one book about a topic help the reader understand the topic better?
3. How does reading literature and informational text give the reader different perspectives about the topic?
4. How can I use familiar text as a model for my own writing?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. Students will ask and answer questions before, during and after reading a text.		R.1.F.2.d R.1.G.2.a R.1.H.2.a R.2.C.2.a R.3.C.2.b	3.5	RL.2.1 RI.2.1		2
2. Students will use details to help identify the main message in the text.		R.2.C.2.d R.3.C.3.g	3.5	RL.2.3 RI.2.3		2

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3. Students will define character, major events.		R.2.C.2.d R.3.C.3.g	3.1	RL.2.3 RI.2.3		2
4. Students will identify, describe major events or challenges of the story.		R.2.C.2.d R.3.C.3.g	1.5	RL.2.3 RI.2.3		2
5. Students will compare important ideas/information.		R.2.C.2.d R.3.C.3.g	2.4	RL.2.3 RI.2.3		3
6. Students will tell how words and phrases provide meaning.		R.2.B.2 R.1.E.2.a R.1.E.2.b R.1.E.2.c	1.6	RL.2.4 RI.2.4		2
7. Students will recognize that a story has a beginning, middle and end.		R.2.C.2.c R.3.A.2	1.6	RL.2.5 RI.2.5		2
8. Students will describe how characters, setting and action appear.		R.2.C.2.d R.3.A.2	1.5	RL.2.5 RI.2.5		2

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9. Students will describe how events let me know what happened to the characters.		R.2.C.2.d R.3.A.2	3.1	RL.2.5 RI.2.5		2
10. Students will identify and give examples of text features.		R.2.C.2.a R.3.A.2	1.5	RL.2.5 RI.2.5		1
11. Students will explain how text features help locate information.		R.2.C.2.a R.3.A.2	2.4	RL.2.5 RI.2.5		2
12. Students will compare/contrast what is same/different about characters in two texts.		R.1.I.2.a R.1.H.2.b	1.6	RL.2.9 RI.2.9		2
13. Students will compare/contrast important points in two texts.		R.1.I.2.a R.1.H.2.b	1.6	RL.2.9 RI.2.9		2
14. Students will describe connections between events.		R.1.I.2.a R.1.H.2.b	1.6	RL.2.9 RI.2.9		2
15. Students will decode words with common prefixes & suffixes.		R.1.C.2	1.6	RF.2.3.d		2
16. Students will identify what I am reading to find out.		R.1.F.2.c	1.5	RF.2.4.a RF.2.4.b		2
17. Students will use context clues to		R.1.G.2.c	1.6	RF.2.4.c		2

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help read difficult words.						
18. Students will write informative/explanatory pieces including: introduce a topic; use facts/definitions to develop points; provide concluding statement or section.		W.2.B.2.a W.2.B.2.b W.2.C.2.a W.3.A.2.a	2.1	W.2.2		3
19. Students will, with guidance and support from adults and peers, focus on a topic.		W.1.A.2.a	2.1	W.2.5		3
20. Students will, with guidance and support from adults and peers, revise a topic.		W.1.A.2.b	2.2	W.2.5		3
21. Students will, with guidance and support from adults and peers, edit a topic.		W.1.A.2.c	2.2	W.2.5		3
22. Students will participate in collaborative conversations, build on others' talk by linking comments to others' remarks and ask for clarification/explanation as needed.		L.1.A.2.b R.1.H.2.c	1.6	SL.2.1.a SL.2.1.b SL.2.6		2
23. Students will identify information and describe key ideas or details from a read aloud.		R.1.H.2.b R.1.H.2.d	1.6	SL.2.2		3

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24. Students will ask/answer questions about a presentation.		L.1.A.2.b	1.5	SL.2.3		2
25. Students will write, expand and/or rearrange simple and compound sentences.		W.2.C.2.b	2.1	L.2.1.a L.2.1.b L.2.1.c L.2.1.d L.2.1.e L.2.1.f L.2.3 L.2.4.b L.2.6		2

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

Formative- Exit slip (short 1-2 questions about the lesson topic)

Formative-**RAN Chart**- document of student thinking as it changes throughout the unit.

Formative- **Comparing Topics**-compare topic details gained from literature and informational text.

Formative-**Informational Text Feature Chart**- document text features included in chosen text.

Formative-**Connecting Text Features and Information**-identify information contained within the text feature.

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Formative- **"Tea Party"**- words and phrases lifted from the text to help preview vocabulary and predict text content.
Formative-**Frayer Model**- structure to organize exploring word meaning and usage.
Formative-**Word Sort**-graphic organizer of boxes used to sort words by prefix, root or suffix.
Formative- **Writing sentence grid-** graphic organizer to identify the structure of sentences in text or student writing.
Summative- Informational writing (scoring guide)
*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1 5 16	* Teacher may initiate this unit by engaging students in a pre-assessment of student thinking regarding fiction/informational text using a RAN chart. Refer to this chart frequently, documenting changes in thinking throughout the unit.
1 3 7	1. Establish student knowledge of the characteristics of fiction (characters; setting; sequence-beginning, middle, end; problem/solution) and record on an anchor chart either paper or electronic. Model with a whole class read aloud those characteristics as they appear in the text.
1 10 11	2. Establish student knowledge of the characteristics (text features) of nonfiction/informational text (headings-subheadings, bold print, captions, diagrams, charts, glossaries, table of contents, sections, etc.) and record on an anchor chart either paper or electronic. Model with a whole class read aloud projected on a white board or document camera identifying those features as they occur in the text.
3 4 8 9	3. Leading a whole class discussion, the teacher asks students to reflect on the kinds of characters they are familiar with in fiction text….what are the usual characteristics? What kinds of challenges/problems have they encountered? (Some of these ideas may be recorded on an anchor chart)
2 3 4	4. During whole class read alouds, the teacher models thinking necessary to identify the characters (animal/people) in fiction, and events (including the problem or challenge)

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23	
1 5 10 11 20	5. The teacher now asks student to consider the type of information they might encounter in nonfiction/informational text. Is the information acquired about a topic the same or different from a fiction text? What is the author's purpose in writing the text? Record information on an anchor chart.
10 11	6. Using a read aloud/think aloud format, the teacher models thinking about the topic information as it appears in the informational text. How does the structure of the text help the reader make predictions? How does the structure of the text help the reader understand the information? How does the text structure help the reader find the information?
12 13 14	7. Begin looking at broader topics such as friendship, working together, getting along, helping others, etc. How do these topics look in fiction vs. informational text? Are they the same/different? Does it matter?
16 17	8. Reinforce the importance of understanding vocabulary. Introduce "tea party" strategy (words, phrases from unfamiliar text that small groups read and predict what the text might be about……also a possible important vocabulary strategy) Model reading each phrase and noticing details that help predict what the text is about. Identify possible characters, setting, etc.
6 17	9. Read aloud the text, asking student to identify when they hear one of the phrases on the slips of paper. Stop periodically to check for understanding.
6	10. Continue vocabulary focus by modeling how to identify words that seem difficult or challenging to understand in the text…….break those down to the root (if possible) and lead a discussion of how prefixes and suffixes change root words…..document prefixes, roots, suffixes thinking on an anchor chart or word sort graphic organizer.
6 15 17	11. Continue vocabulary focus by collecting a group of text-based vocabulary words students have identified as challenging and words that the teacher recognizes as critical to the topic. Introduce a frayer model used as a graphic organizer to explore word meanings and usage.
19	12. Based upon previous work with fiction/informational text connections, explore possible informational topics students could write about. Document on an anchor chart.
16 19	13. Revisit and touch several of the text sets explored in this unit. Look at the topic and title, does the author give you a clear idea of what you are going to read about……not read about? How can you use the same kind of model in your own writing?

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13 22 23 24	14. Look specifically at the Gail Gibbons books from the text sets. Does the author organize these "all about" books in the same/similar way? What does she include? Do all authors of informational text organize their books in the same way? (Refer to anchor chart identifying text features of nonfiction/informational text) Are all of the possible text features included in all informational books? What is the purpose of the text features, why include them? Why do some authors include words in languages other than English?
19 20	15. Model thinking process of narrowing topics for informational writing. (start with 3 that teacher likes or feels comfortable with) Model thinking aloud reasons to eliminate until only one topic remains. (think about what I know regarding each topic…….do I know enough to write 3-4 chapters about it?) Model thinking necessary to decide what to include in a table of contents. (If my topic was dogs…..one chapter might be about different kinds of dogs, another on what to feed it, another on how to train it, etc.)
1 11 22 23	16. Model several books cover identifying title, author, illustrator, and picture. Discuss how all information helps the reader know what to expect in that book. Is it the same for literature and informational text? Confer with students about their topic, what information they are thinking about for their book cover that will help the reader know what to expect in their book.
10 19 22 24	17. Model with a graphic organizer how to structure a table of contents. Model thinking about how to choose a chapter title. Ex: (Going back to the topic of dogs…..How many different kinds of dogs do I know about? What do they look like? What is each kind good at doing or not so good at? In a chapter telling how to train a dog……What is important to know about training? How do I find out? Where would I look? Who could help me?) Could also apply to turtles, pigs, wolves, etc.
10 11	18. Model different ways to organize the information within a chapter. (How to, a numbered list with accompanying pictures; labeled diagrams with explanations; narrative sentence structures that teach the reader something about the topic.)
10 11 17	19. Model a think aloud strategy to identify the usefulness of creating a glossary of important words. Words that reoccur throughout student work and are important to the topic.
22 25	20. Model writing different kinds of sentences. Choose one of the informational texts used previously. Project one or two pages onto a whiteboard with a document camera or other projection device. Analyze the sentences with the writing sentence grid to identify how the author varied the sentences. While conferring with students look for ways to help them vary their sentence structures.
20 22	21. Model with student work passages that are well written. Think aloud reasons why this student author's work is a good model for the class. Possible questions are: "What do you notice about this piece of writing?" "What did the author do well?"

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18 20 22	22. Confer with students to help revise the organization by asking questions such as: "Does this sentence fit with the chapter?" "Does this information help the reader learn something about the chapter topic?"
18 21 22	23. Confer with students to edit for publishing. (Look for spelling of title, chapter headings, important words repeated with the text. Focus on word parts correct and build on student skill. Remind students that punctuation helps the reader know when to stop reading and beginning sentences with capital letters helps the reader know a new sentence is starting.
18	24. Assess student work with informational writing scoring guide.
Obj. # 1 5 16	INSTRUCTIONAL ACTIVITIES: (What Students Do) * Students independently complete a RAN chart as a pre-assessment of the unit on Fiction/Informational text.
1 3 7	1. With a partner, students read and discuss fiction text and identify in a story map (www.readwritethink.org) format, characters, setting, beginning, middle, end problem/solution. Partners share their thinking and story maps with 1-2 other partner teams. Students then choose an additional fiction text to independently complete the same activity either on another story map organizer or in a response journal.
1 10 11	2. With a partner, students read and discuss 3-5 informational texts; identify text features present in the text and document on informational text feature chart. Partners share their thinking and charts with 1-2 other partner teams. Students choose an additional informational text to independently complete the activity on another chart or in a response journal.
3 4 8 9	3. With a partner, students brainstorm a list of animal characters they are familiar with in fiction. Students may browse classroom library to add to their list of 5-10. Partners identify personality characteristics (honest, helpful, lazy), and challenges or problems (finding a friend, being accepted, getting lost, hungry)
2 3 4 23	4. Students choose a fiction text to read, identify a main character to target and develop a theory about that character. (What did the character say or do? What was the character thinking or feeling? What do I know about the character?) Students record thinking in student response journal.
1 5	5. With a partner, students choose an informational text about a familiar topic explored in fiction. Document 5-10 pieces of important information about the topic in the text. Partners discuss and record the author's purpose in writing the text. How is that different from

10 11 20	the author's purpose in writing fiction?
10 11	6. In a small group (3-4), students complete a Connecting text features & information chart. Document 5-7 important details they find about the topic in informational text.
12 13 14	7. Students look at text sets rearranged for new purposes. Choose at least 2 familiar texts (one fiction-one informational) that have a common message or look at a similar problem/solution. Talk with a partner about what you notice. How did the authors of these texts write about their message? What was the author's purpose in writing the text? Do books we read remind us of things that happen in our lives or information we hear about? Students document thinking on Comparing Topics graphic organizer.
16 17	8. Students work in a small group (3-4). Arrange strips of paper (tea party) with text phrases on a table or desk. Look for key words that might tell where the text takes place and something about characters. Identify words that might be difficult to read or understand and talk about those, predict what they could be and how they are used in the text. Predict the order of the phrases and the main points. Students write the title of the text in their response journal, write their prediction of character names, setting, & problem. Also note in journal, words that were difficult.
6 17	9. Listen for the phrases on the slips of paper. When teacher pauses, turn and talk about correct predictions and what rethinking the group might need to consider.
6	10. With a partner, students highlight words or phrases from the text that are unknown to them, seem confusing, or difficult to read. Students then sort words (word sort) from the text. Look for patterns in the words. Circle or underline parts that are familiar. This may include prefixes and suffixes as well as word patterns or common syllables. Students go back to the text and reread the sentences where these words were located. Based on the anchor chart of prefixes, suffixes and roots; students predict correct pronunciation and understanding. Student partners then share their findings with other partners.
6 15 17	11. With a partner, students share understandings of chosen vocabulary words from the text. If disagreements arise, students support their opinions with samples from the text. Students document their thinking using a frayer model.
19	12. Students turn and talk with a partner about informational topics of interest.
16 19	13. With a small group (3-4), students identify the title, author and topic of the text set. How does the author give the reader a clear idea of what the book is about? How can the students use this strategy in their own writing? Students document thinking in their

	journals.
13 22 23 24	14. In small groups, students explore 3-5 Gail Gibbons' books. What text features are included in her books? (refer to the class anchor chart on informational text features) Are all of her books organized the same way? Specifically what text features does she include? Why do you think she does that? Students document thinking in their journals.
19 20	15. Students generate in their writing journals a list of 3 possible topics write an informational piece about. Turn and talk to partner about ideas. Students ask themselves questions such as: "Do I know enough to write 3-4 chapters about this topic? If I don't know enough, can I continue to research? " Revise own list and seek out new partner to share ideas. Repeat this process a third time and settle on a topic to write about.
1 11 22 23	16. Students examine several informational text book covers. Turn and talk with a partner discussing how the information on the book cover helps the reader know what to expect in the book. Students create a rough draft book cover about their topic. Afterwards students share their thinking and plans with at least 3 different partners.
10 19 22 24	17. Using a table of contents graphic organizer, students write 3-4 possible chapter titles about their topic. Table of Contents graphic organizer
10 11	18. Reread and browse informational text identifying text structures most appropriate for the chosen topic. (ex: labeled diagrams with explanations, narrative sentences that teach the reader something about the topic, a 'how to' numbered list with accompanying illustrations. Students begin writing draft.
10 11 17	19. Independently students begin creating a list of important topic words. This list may become a good reference for spelling throughout the drafting process and become a seed list to create a glossary in the publication phase.
22 25	20. While conferring with the teacher, students analyze own writing using the writing sentence grid. Student chooses one or two sentences to target for revision. Students continue writing.
20 22	21. Turn and talk with a partner about parts of rough draft that student feels are especially well written and explain why. Students continue writing and revising.
18 20	22. Confer with the teacher to identify sentences that best fit with the chapter title or information that helps the reader learn

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22	something about the chapter topic. Students continue to revise.
18 21 22	23. Confer with the teacher, identify important words in the title, chapter headings, and important words throughout the book. Look for spelling patterns in these important words. Check for accuracy. Edit for capital letters at the beginning of each sentence and ending punctuation. Complete publication.
18	24. Confer with the teacher; use the informational writing scoring guide to help identify strengths of the work. Both student and teacher look for 1-2 instructional targets the student may work to refine in successive pieces.

UNIT RESOURCES: (include internet addresses for linking)

Possible text set themes

TURTLES-

Davies, Nancy. One Tiny Turtle. Mass: Candlewick Press, 2001.
Gibbons, Gail. Sea Turtles. NY: Holiday House, 1995.
Marsh, Laura.   Sea Turtles. DC: National Geographic, 2001.
Monroe, Mary Alice. Turtle Summer. Mt. Pleasant, SC: Sylvan Dell, 2007.
Wood, Douglas. Old Turtle. MN: Pfeifer-Hamilton, 1992.

PIGS-

Falconer, Ian. Olivia. NY: Scholastic, 2000.
Gibbons, Gail . Pigs. NY: Holiday House, 1999.
Smith, Lane. & Scieszka Jon. The True Story of the Three Little Pigs. NY: Puffin Books, 1996.
Teague, Marc. Pigsty. NY: Scholastic, 1994.
Trivizas, Eugene & Oxenbury, Helen. The Three Little Wolves and the Big Bad Pig. NY: MacMillan, 1993.
Walton, Rick & Holder, Jimmy. Pig Pigger Piggest. Salt Lake City, UT: Gibbs Smith, 1997.

WOLVES-

Bloom, Becky. Wolf! NY: Orchard Books, 1999.
Child, Lauren. Beware of the Storybook Wolves. NY: Scholastic, 2000.
Gibbons, Gail. Wolves.   NY: Holiday House, 1994.

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Gravett, Emily. Wolves. NY: Simon & Schuster Books for Young Readers, 2005.
Kasza, Keiko. The Wolf's Chicken Stew. NY: G.P.Putnam, 1987.
Marsh, Laura. Wolves. DC: National Geographic, 2012.
Smith, Lane. & Scieszka Jon. The True Story of the Three Little Pigs. NY: Puffin Books, 1996.
Trivizas, Eugene & Oxenbury, Helen. The Three Little Wolves and the Big Bad Pig. NY: MacMillan, 1993.

NEW YORK CITY-

Burleigh, Robert. Edna. NY: Orchard Bks, 2000.
Kalman, Maira. Fireboat. NY: G.P. Putnam, 2002.
Low, Wiliam. Old Penn Station. NY: Henry Holt and Co, 2007.
Ringgold, Faith. Tar Beach. NY: Scholastic, 1991.
Rylant, Cynthia. An Angel for Solomon Singer.   NY: Orchard Bks, 1992.
Willems, Mo. Knuffle Bunny. NY: Hyperion Bks for Children, 2004.
Yolen, Jane. Skyscrape/City Scape. Penn: Wordsong/Boyds Mills Press, 1996.

PIRATES-

Fox, Mem. Tough Boris. NY: Voyager Books Harcourt, Inc, 1998.
Gibbons, Gail. Pirates. NY. Little, Brown & Co, 1993.
Long, Melinda. How I Became a Pirate. NY: Scholastic, 2003.

FRIENDSHIP-

Buckley, Carol.) Tarra and Bella. NY: G.P.Putnam, 2009.
Dennis, Brian, Nethery, Mary, Larson Kirby. Nubs, the True Story of a Mutt, a Marine and a Miracle. NY: Little, Brown Books for Young Readers, 2009.
Hatkoff, Isabella. Owen and Mzee. NY: Scholastic Press, 2006.
Larson, Kirby. & Nethery, Mary. Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival. NY: Little, Brown Books for Young Readers, 2008.
Steig, William. Amos & Boris. NY: Farrar, Straus, & Giroux, 1971.
Stevens, Janet. Tops & Bottoms. NY: Harcourt Brace & Co, 1995.
Willems, Mo. City Dog, Country Frog. NY: Hyperion Books for Children, 2010.
Yolen, Jane. Raising Yoder's Barn. NY: Little, Brown and Co, 1998.

FROGS-

Arnosky, Jim. All about Frogs. NY: Scholastic, 2002.

Carney, Elizabeth.   Frogs! National Geographic for Kids.   DC: National Geographic, 2009.
Cowley, Joy. Red-Eyed Tree Frog.   NY: Scholastic, 1999.
Gibbons, Gail. *Frogs*. NY: Holiday House, 1993.
Scieszka, Jon. The Frog Prince Continued. *NY: Penguin Bk, 1991s.*
Willems, Mo.   City Dog, Country Frog. NY: Hyperion Bks for Children, 2010.

BASEBALL

Corey, Shana.   Players in Pigtails. NY: Scholastic, 2003.
Gibbons, Gail. My Baseball Book. NY: Harper Collins, 2000.
Herzog, Brad. H is for Home Run. MI: Sleeping Bear Press, 2004.
Johnson, Angela. Just Like Josh Gibson. NY: Aladdin Paperbacks, 2004.
Parish, Peggy. (1972) Play Ball, Amelia Bedelia. NY: Harper Trophy, 1972.
Rappaport, Doreen. & Callan, Lyndall. Dirt on Their Skirts.   NY: Dial Books for Young Readers, 2000.
Thomas, Keltie. How Baseball Works. NY: Firefly Books, 2004.
Vernick, Audrey. She Loved Baseball. NY: Collins, 2010.

SOLVING PROBLEMS OF SOCIAL INJUSTICE

Baker, Courtney. *Let's Read About….Rosa Parks.* NY: Scholastic, 2004.
Bridges, Ruby. & Maccarone, Grace. Ruby Bridges. NY: Scholastic, 2003.
Coleman, Evelyn.   White Socks Only . Ill: Albert Whitmann & Co, 1996.
Giovanni, Nikki. *Rosa*. NY: Scholastic, 2005.
Swope, Sam.   The Araboolies of Liberty Street.   NY: A Sunburst Book, 1989.
Wiles, Deborah.   Freedom Summer. NY: Aladdin Paperbacks, 2001.

www.*timeforkids.com*

www.weeklyreader.com

www.scholastic.com

www.readwritethink.org

www.nationalgeograhicforkids.com

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Dorfman Lynn. & Cappelli, Rose. Nonfiction Mentor Texts. Portland, Me: Stenhouse Publishers, 2009.

Stead, Tony. Teaching Reading Comprehension with Non-fiction K-5. Portland, Me: Stenhouse, 2004.